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*Music.*—"Ye Shepherds, Arise!" *Reinecke*; "We Three Kings of Orient," "Gather around the Christmas Tree," Portuguese hymn.

*Arithmetic.*—Working out problems to be met in cooking luncheon for the four primary grades; also in the buying, planning, and making of Christmas presents.

*Writing.*—Record of observations made in nature study; rules for cooking; stories to be read as entertainment for other classes; letters to parents at Christmas time.

*Reading.*—Directions for cooking and other handwork. Such simple and good stories as can be found to correlate with and enhance the subjects of the program.

*Drawing.*—Plans for handwork. Illustrations for stories and lessons.

*Painting.*—Pictures of December landscape; illustrations of stories; studies of animals observed in science lessons; designs for pottery and other handwork.

## SECOND AND THIRD GRADES.

(FRANCIS W. PARKER SCHOOL.)

### REVIEW FOR OCTOBER.

JENNIE HALL.

*Reading.*—The Indian thanksgiving festival was assigned to the second and third grades as their share in our Thanksgiving exercises. In preparing for this we made a study of Iroquois conditions and habits. For the purpose of making more vivid the images, and of gratifying the play instinct, the children were encouraged to make an Iroquois village on a large table. Trees about twelve inches high were cut out of cardboard and will be tacked to the table. In order to get the correct form the children went to the park and studied the elm, the hard maple, the pine, the birch, as typical trees of the Iroquois forest. The house is being made of twigs and bark, Indian dolls cut from pasteboard are being covered with a costume made from old kid gloves. Before this making could be begun, the children read descriptions of the house, of the manner of building it, and of the costume. On account of the scarcity of material in books, the teacher made these reading lessons from Morgan's *League of the Iroquois*, and the children read from the board.

We studied the way of preparing for winter on an old-fashioned farm: storing of fruits and vegetables in the cellar, drying of fruit, making of jelly, canning of fruit and vegetables, making of cider, milling. The facts were learned from reading lessons on the board. Then the children chose one of these things to do in furnishing material for a spread on Thanksgiving day. Two children chose to make corn meal, three to make cider, three to smoke ham, four to dry apples, three to make corned beef, four to make butter, one to can fruit.

Before they set to work, written directions for using the necessary material were given them. Besides this, they read from printed slips "Farm Lessons" and "Stone Reports" (see COURSE OF STUDY, Vol. I); from books, *Cyr's First Reader*, pp. 12, 99, 72, and 79, and *Lights to Literature*, No. 1, pp. 68, 77, 79, 80, and 101, lessons giving descriptions of things seen or collected upon their field trips.

*Writing*.—The writing followed the subjects of study just as did the reading. Writing was done on paper to make memoranda and records, and on the blackboard to give time and freedom for individual thinking. The children wrote records of the visit to Glencoe and the farm, of things learned in their study of stones brought from Glencoe; they made memoranda of things necessary for them to have in their farm work, and copies of recipes to work by in the cooking-room.

*Number*.—The following are some examples of the work done in number: proper height of men, trees, and houses for Indian village, calculated from the heights of real men, trees, and houses. In the farm work children needed to make paper buildings. A plan was given them for making a house in one piece. Besides all the measuring here there were the dividing by two and four, and the determining of a way to decide upon the dimensions of a house with a given size of paper. There was also the necessity of precision in the use of the ruler as a square in erecting perpendiculars.

In cooking, the pint was used as the unit of measurement, and fractional parts of a pint, as one-fourth and one-eighth, were discovered through the constant demand for their use in the making of jellies and the canning of fruits.

#### OUTLINE FOR DECEMBER.

The idea of Christmas emphasized and enriched by the following means:

1. Making of Christmas presents: (a) For the home. Pottery: pin-trays, match-holders, salt-cups, tiles, rose-bowls, paper-weights. Wood: pin-trays, pen-racks, match-safes, handkerchief boxes. Cardboard and cloth: soiled-handkerchief bag, duster and bag, sewing box, needle-book. (b) For the school: Leather to be tanned for seats in chairs, to be made by pupils of grammar grades; for use in school reception halls; candy for school Christmas tree; paper trimmings for tree.

2. Christmas stories: "Vision of Sir Launfal," by Lowell; "Christmas Monks," by Mary E. Wilkins; Bible story of the Three Wise Men.

3. Study of pictures of Madonna and child.

Housekeeping: Window box; test for proper soil; planting seeds, slips, bulbs; watching manner of growth; studying conditions necessary to plant growth. Housekeeping committees. Making of things for convenience of room: box for scissors, rack for towels, pin cushion.

Out-of-door observations continued. Change in climate and landscape; frost crystals; preparation of plants and animals for winter.

Studies related to the handwork outlined above :

1. History in connection with pottery: primitive dishes; various materials, forms, processes; uses of Indian, Japanese, Greek, Rookwood, and Wedgewood pottery; excursions to pottery stores and shops, and to Art Institute.

2. Geography in connection with pottery: clay and clay deposits, formation, and constituents; the making of other soils.

3. Science in connection with tanning and cooking: growth of hair; effects of alkalies upon fats; reason for chapping of human skin; growth and manufacture of sugar.

### THIRD GRADE.

GUDRUN THORNE-THOMSEN.

#### REVIEW FOR OCTOBER.

AT the opening of school in a new building the room for cooking was not ready for use, and the bread-making planned had to be postponed. We were also handicapped by being unable to start the clay work immediately. Instead of beginning with something the children could do, we began with discussions about farm life, calling for the children's experiences on farms in order to picture the conditions for wheat-growing and harvesting.

These lessons were in part failures, because there was no strong desire on the part of the children to do anything; there was no motive for the study; no questions that needed answers. The experience of the month taught me that with little children discussions may be few and far between; that they must have some vital experience, some very close observation, to communicate to each other before a "recitation" is necessary.

The bread-making was done in the simplest manner. No attempt was made to explain the process except so far as such explanation was necessary for good work. The children were told, for example, that yeast is a plant, and that, like other plants, it needs to be warm, but not hot, in order to grow. No explanation was given of the effect of the yeast. The children were absorbed at the time in the doing. Questions followed afterward. They worked accurately and observed keenly.

The following points aroused spontaneous interest and surprise: the stickiness of the dough; that the dough had increased in bulk; that it became light and soft after standing; that baking changed it so much. One of the direct questions asked was: What does the yeast really do? An evident